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7201T – Fall 2012

WIKI – 2 Assignment

Daniels, H., Creese, A., Valerie H., Leonard, D., & Smith, M. (2001). Gender and learning: Equity, equality and pedagogy. *Support for Learning, 16*(3), 112-116.

This article examines differences in students’ behavior in classrooms based on gender. The study approaches the disparity between social expectation of hegemonic masculine traits and schooling practices. The main concept in the article is for educators to embrace “equality in difference” and provide instruction to boys and girls to support the individuality and various differences in order to achieve the same “equal” results in education.

Gool, J. A., Carpenter, J., Davies, S., Ligos, T., MacKenzie L., Schilp,R., & Schips J. (2006). Teacher bias of gender in the elementary classroom. *Education Today, 4*(5), 27-30.

The article discusses how educators fall victim to the socially constructed stereotypes regarding gender and unconsciously translate these biases into their instructions in the classrooms. Thus, the gender education that begins at birth is further reinforced in classrooms. The article further examines the implications and the effect of self-fulfilling prophecies that “imprison” children into gender-defined opportunities and achievements. The authors offer possible interventions to begin correcting the gender biased learning by educating teachers, parents and students to change the attitudes associated with social gender binary stereotypes.

Geist, E.A., & King, M. (2008). Different, not better: Gender differences in mathematics learning and achievement. *Journal of Instructional Psychology, 35*(1), 43-52.

The article discusses the existing differences in expectations and attitudes toward learning mathematics by educators, caretakers and students. While the authors agree that there is not a big gap in mathematical achievements between boys and girls, they propose that traditional education that presumes all students learn the same hinders children in the classroom. They offer ten (10) approaches to minimize gender bias and offer students the differentiated learning environment in mathematics.

Cvencek, D., Meltzoff, A. N., & Greenwald, A. G. (2011). Math-gender stereotypes in elementary school children. *Child Development, 82*(3), 766-779.

This article discusses the gender stereotypes expressed by students in relation to mathematics. The study offers an insight into the opinions of children grades 1-5 in Seattle at whether boys or girls are better in math. The researchers have asked students to identify who is better at mathematics and whether they, themselves identify with being good at math. The study reveals that the socially influenced perception of “math is for boys” is reinforced in elementary students’ attitudes. On the opposite end, the girls identified with achievement in literacy more strongly than boys.

Buchmann, C., DiPrete, T. A., & McDaniel, A. (2008). Gender inequalities in education. *Annual Review of Sociology, 34,* 319-337.

In this sociology review article the authors examine literature on academic gender inequality. The article discusses the students’ progress as they advance through their academic career and how the experiences in elementary and middle school affect their attitudes and choices in higher levels of education as it pertains to gender bias. The authors propose that socially created structures result in boys being over classified into various learning disability and behavior problem categories in early grades. While the authoris agree that the sociological elements are large contribution to the gender differences in education, they do believe that biological and psychological differences should not be overlooked.

Gurian, M. (2006). Learning and gender. *American School Board Journal,* 19-22.

In this article Gurian discusses cognitive and behavioral differences in learning styles of boys and girls. He explains the various disparities in information processing methods that might be the cause of gender bias in learning. This article mentions differences like visual perception, discipline and competitiveness. It displays different learning styles and proposes that educators develop their instructions that play into the strengths of boys and girls to offer all students equal opportunity in learning.

King, K., Gurian, M., Stevens, K. (2010). Gender-friendly. *Educational Leadership,* 38-42.

This article references a reform that several schools in United States embarked on to close the opportunity gaps based on gender. The teachers and principle of the school have noted the gender gap in academic achievement within their student body and developed new approaches to providing differentiated but equal education. The article delves briefly into psychological and cognitive reasons why boys and girls learn differently and provides a few strategies to help narrow the gender gap in the classrooms.

Below, J. L., Skinner, C. H., Fearrington, J. Y., & Sorrell, C. A. (2010) Gender differences in early literacy: Analysis of kindergarten through fifth-grade dynamic indicators of basic early literacy skills probes. *School Psychology Review,* 39(2), 240-257.

This article illustrates a quantitative study conducted with kindergarten through fifth-grade students on possible presents of gender-based gaps in literacy achievements. The researchers tested students on the oral reading abilities and noted that differences between results from boys and girls were not significantly large through second, third and fifth grades. The study concludes that even though the gender gap in literacy is not notably large, teachers should still be aware of boys’ lower results.